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ABSTRACT

This center was established in 1967 to provide educational media materials for student teachers to use during their student teaching experience. The center has multi-media kits, 35mm filmstrips, 35mm sound filmstrips, transparencies, 35mm slides, study prints, tape recordings, language master recordings, disk recordings, and equipment for their use. All elementary school student teachers are required to take a course, given by the director of the center, in the use of these materials. This program has aided students by giving them extensive training in the use of a wide range of educational media materials. The cooperating teachers also have been able to extend their knowledge of instructional materials and methods through the program. (RT)

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Student Teacher

Instructional Materials Center

Drake University

Des Moines, Iowa

Submitted By
College of Education
Drake University

SP003741

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Summary of Program

A teacher education program should reflect the needs of the schools which its graduates are to serve. One of these needs is teachers who are capable of effectively utilizing the modern educational media being made increasingly available in the schools of this country. The College of Education at Drake University believes it has initiated a program which makes a major contribution to the improvement of the preparation of teachers in this area.

There has been established in the Department of Educational Media Services on the Drake campus an "Instructional Materials Center" comparable to that found in many school systems. Its purpose is to provide a variety of educational media for use by students during their student teaching experiences. This center contains approximately $25,000.00 worth of the most up-to-date materials and equipment available.

During the time they are student teaching all elementary teachers are enrolled in the course "Educational Media in Classroom Instruction". This program provides them with an opportunity to put into immediate practice the information and suggestions presented in the course and to experiment with a variety of materials and techniques under the supervision of their faculty supervisor and their cooperating teacher.

This program has greatly enriched the student teaching experience by allowing the students to use, during their first teaching experience, some

of the most up-to-date materials available and to evaluate their effectiveness in improving the learning experiences of boys and girls. As a result of this program we believe that we are graduating teachers who are better qualified to accept the role of the teacher in the 70's; teachers who understand the role media must play in an educational program which is designed to meet the needs of individual children as they actually exist and are capable of implementing this kind of program.

Student Teacher
Instructional Materials Center

If pre-service teachers are to develop the necessary skills to become effective teachers they must be exposed to the knowledge and information out of which these skills may be developed and have an opportunity to practice these skills. The College of Education at Drake University implemented in the fall of 1967 a program designed to improve the skill of its graduates in the use of educational media for teaching and learning. This program was the development of an "Instructional Materials Center" (IMC) which would provide the most up-to-date educational media materials and equipment to be used by students during their student teaching experience. The IMC program was initiated to overcome the problem of trying to train teachers in the use of media without any substantial opportunities for them to have any practical experiences with these materials. It was developed out of a feeling of responsibility to fulfill its obligation to train teachers who are capable of effectively utilizing the media available in the schools.

The IMC is located in the modern facilities of the Department of Educational Media Services located in a new addition to the university library. Available to the student teachers from the IMC are multi-media kits, 35mm filmstrips, 35mm sound filmstrips, transparencies, 35mm slides, study prints, tape recordings, language master recordings and disk recordings. A list of the exact materials available is enclosed. It was believed that this program could only be effective if students were assured of having the equipment available with which these materials could be used. To assure this, various types of equipment are also available from the IMC. This equipment included combination filmstrip-slide projectors, automatic sound filmstrip projectors, automatic and semi-automatic slide projectors, overhead projectors,

reel to reel tape recorders, cassette tape recorders, cassette tape playback units, headset listening stations, autoharps and individual filmstrip viewers. The equipment is the latest and best available. The materials and equipment were selected by the faculty of the College of Education in their areas of specialization such as English, Science, Social Studies, Language Arts, etc. The materials were chosen primarily on the basis of their correlation with the curriculum of the schools in which students would be student teaching and at the same time there was an attempt to provide a wide diversity in the types of materials so that students would have the opportunity to work with many types of materials.

Available in the Department of Educational Media Services are preview facilities and facilities for the production of transparencies and other graphic materials such as dry mounting materials. A professional staff which includes a graphic artist and a photographer are available to advise and assist students in production of materials. The IMC is administered by the Director of Educational Media Services who holds a joint appointment in the College of Education. The maintenance of materials and equipment and the clerical staff necessary to operate this program are provided for in the budget of this department.

This project was funded with matching grants under the Higher Education Act of 1965. Two proposals were approved for this project. The first was in 1967 for the initiation of the project and a second in 1969 for an expansion of this program. The first grant was in the amount of $10,000.00 and the second $7,000.00. This program has been expanded also by funds provided through the budget of the College of Education and through the budget

of the Department of Educational Media Services.

Students in elementary education are enrolled in the course "Educational Media in Classroom Instruction" during the time they are student teaching. This course is taught by the Director of Educational Media Services who holds academic marks in the College of Education. Half of his assignment is in teaching this course and in working with student teachers in the use of the IMC program. This course is designed to provide students with instruction in the selection, production and effective use of various educational media. As a result of being enrolled in this course during the time they are student teaching they have an opportunity to put into immediate practice skills and techniques presented in class through the use of this material and equipment and to evaluate their effectiveness. This has increased the relevance of the course content and made the course more meaningful because it meets immediate needs of the students. Feedback in class allows for guidance in the use of these materials and at the same time all students in class have an opportunity to benefit from the experiences of each other. As part of the course requirements, students are assigned to plan, (and in some cases produce) use and evaluate lessons in which specific types of materials are used. This provides opportunities and necessity for self evaluation as well as for evaluation by the instructor.

In addition to the guidance and evaluation they receive in this course, the student teachers are observed in actual teaching situations by their faculty supervisors. There are, of course, individual conferences where the techniques observed can be discussed. However, each student is

required to attend two seminars each week with their faculty supervisor where problems of teaching are discussed and suggestions for improvement made. The use of media is a topic which is given great emphasis in these seminars.

Students have complete freedom to use and/or experiment with the materials and equipment in any way they desire as long as it has been approved by the cooperating teacher. One such experiment was to place in a classroom, nine filmstrip viewers and nine tape cassette playback units and several cassette tape recorder units. The student teachers in this room worked out materials utilizing this equipment for individualized instruction and independent study on a large scale for the entire class. They even built their own study carrels. (Picture of this project are enclosed) This equipment and materials were allowed to be sent home with the children and one child even used them while in the hospital. This project has provided them with an opportunity to develop and use materials for independent study on a large scale, to evaluate its effectiveness and at the same time evaluate a teaching program in which experiences with media are extended beyond the school day. The project was very successful and the students appreciative of the opportunity to participate in it even though it meant many hours of extra effort on their part.

The contribution of the IMC program to the improvement of teacher education is three fold. The resultant improvement in our student teaching program is significant. Students are using the materials and equipment extensively. They are having experiences with the use of media which, in most instances, would be unavailable to them because of the lack of both

materials and equipment in the schools in which they are student teaching. Student teachers have an enthusisam for teaching which was not evident before this program. Materials and equipment are available for them to teach with and they are able to see the results of their use with children. In the past the ability to have these kinds of experiences was limited by the materials and equipment in the particular school in which they were student teaching. Now they are available for all. Student teachers are not having a carbon copy experience of their cooperating teacher, but are able to creatively employ their own efforts. During the first year this program was in operation the material in the IMC were used over 1500 times. In our second year of operation our usage dropped, but we served more student teachers with materials. This occurred because many of our student teachers now teach in teams of therr or four assigned to one cooperating teacher. Thus there isn't the demand by the large number of individual student teachers we had before who were all assigned individually to cooperating teachers. This has solved some problems of availability as we now have fewer individual student teachers in each grade all looking for materials in the same curricular areas. This has allowed us to serve our student teachers much more effectively by making materials more available to them. Our usage is more extensive, but it does not show up in the number of times materials are used.

The approach of using teams has several advantages. The student teachers have more time to plan for the use of materials and are doing cooperative planning and they have an opportunity to experience a team teaching situation. In addition it allows student teachers to be placed with

cooperative teachers who are exceptionally well qualified to guide the student teaching experience.

A second resultant improvement has came through a College of Education faculty which is now media conscious. They have had to involve themselves extensively in the use of these materials in methods courses and in their relationships with student teachers. Their efforts are now directed in methods courses to introducing these materials to their students in preparation for the student teaching experience. There is a real need for instruction in teacher training programs to reflect the latest in teaching techniques which have become possible through new technological developments. This program has caused our faculty to become cognizant of these new developments and to implement these techniques in their own teaching.

The third major contribution of this program to the improvement of teacher education is its in-service training value to the cooperating teachers in the schools where the student teaching takes place. These teachers are being exposed to new media and methods which allows them to continuously up grade their own teaching and provide to our students the best possible guidance in becoming effective teachers. Cooperating teachers often come to the IMC with their student teachers to select and preview materials to be used in class. This allows them to become acquainted with the variety of materials which are available and to look at new materials which they are not familiar with.

In addition to the above benefits of this program it is difficult to overlook the tremendous contribution this program has made in providing enriched learning experiences for thousands of boys and girls in the schools in which

the student teaching takes place.

It is hoped that this program will continue to grow and expand to reflect the changes in materials and equipment which become available and the changes in the needs of the schools in which our graduates will teach. The IMC program has been a core around which we have built a student teaching experience which we feel will be meaningful in training teachers to take their place in the schools of the 70's.